Rhode Island's ESSA State Plan Committee of Practitioners

August 24, 2016
4 pm – 6 pm
United Way

Committee Members

1. Michael Barnes
2. Elizabeth Burke Bryant
3. Colleen Callahan
4. Anna Cano Morales
5. Victor Capellan
6. Edna Coia
7. Michelle Davidson
8. Melissa Denton
9. Lori Ferguson
10. Daniel Ferris
11. Thomas Flanagan
12. Nikos Giannopoulos
13. Adam Greenman
14. Stacy Haines-Mayne
15. Heather Hudson
16. Nirva LaFortune
17. Jaelah Lopes
18. Jason Masterson
19. Cynthia McNeill
20. Sara Monaco
21. Julie Motta
22. Michael Podraza
23. Tracy Ramos
24. Ana Riley
25. Mary Anne Roll
26. Bahjat Shariff
27. Carolyn Sheehan
28. Ruth Sullivan
29. James Vincent
30. Jeffery Williams
31. NEA Representative (TBD)

Meeting Your Needs

Needs from RIDE

- Clear and direct facilitation, with time to think and hear from everyone

- Coffee

- Background information and "lingo" explanations

- Clear "homework" and outreach expectations

- Digital copies of materials

- Divide into working groups

- Increase diversity

- More space to move around

- Establish and address long and short term objectives, be clear about what is non-negotiable

Needs from Each Other

- Avoid or explain "lingo"

- Advocate for those who are not present

- Motivate/inspire constituents to believe and support

- Establish norms and procedures

Welcome

Today's Objectives:

- Provide guidance on RIDE's recommendations for Rhode Island's academic standards and the state testing program

- Understand elements of ESSA that can support the vision for teaching and learning inherent in the 2020 Vision for Education

Today's Agenda:

1. Welcome and Follow-up
2. Rhode Island's Academic Standards and Assessment Program
3. Collective Responsibility for the RI Strategic Plan for Education
4. Closing and Next Steps

Rhode Island's Academic Standards and Assessment Program

Mary Ann Snider
Deputy Commissioner, Teaching and Learning
Phyllis Lynch
Director of Instruction, Assessment, & Curriculum

Academic Standards

- ## What are Academic Standards?
    - Describe educational objectives - what students should know and be able to do by the end of a course or grade level
    - Do not describe any particular teaching practice, curriculum, or assessment
    - Give districts and schools direction and instructional goals

- ## What does ESSA require?
    - States must provide all students with challenging academic content standards in mathematics, reading/language arts, and science
    - The federal government cannot play a role in setting or encouraging the use of a set of standards
    - States must adopt proficiency standards to support English language learners (ELL) that are aligned with statewide academic learning standards
    - States may adopt alternate academic achievement standards for students with the most significant cognitive disabilities through a documented and validated standard-setting process

Academic Standards

- What does Rhode Island currently use for standards?
  - Rhode Island adopted the Common Core State Standards in mathematics and English language arts/literacy in July 2010
  - Rhode Island adopted the Next Generation Science Standards in May 2013

- What does RIDE recommend?
  - RIDE recommends that Rhode Island maintain alignment with the Common Core State Standards in math and literacy in all grades K-12
  - RIDE recommends that Rhode Island maintain alignment with the Next Generation Science Standards in all grades K-12

Academic Assessments

- ## What is a state academic assessment program?
  - o Currently given annually, provide valuable "snapshot" to educators and families on individual student performance
  - o Helps to compare school results with other districts, compare with the state as a whole, and compare against several other high-performing states.
  - o Only accounts for about 1% of most students' instruction time

- ## What does ESSA require?
  - o States must administer high quality standardized assessments aligned with the state academic standards in reading/language arts and mathematics every year for students in grades 3 through 8 and once in high school, which may include a nationally-recognized high school academic assessment
  - o States must administer a high quality standardized assessment in science, aligned with the state academic standards three times between grades 3 and 12.
  - o States must test all of their students, and if participation rates drop below 95 percent, the federal department of education may take enforcement action against the state and states must include in statewide accountability system
  - o Additional testing provisions for English learners, English proficiency, students with significant cognitive disabilities, and languages of assessments

Academic Assessments

- What assessments does Rhode Island currently use for its state academic assessment program?
  - Rhode Island began administering the Partnership for Assessment of Readiness for College and Career (PARCC) English language arts/literacy and mathematics assessments in the 2014-2015 school year in grades 3 through 8 and in high school.
  - Rhode Island currently administers the New England Common Assessment Program (NECAP) Science Assessment in grades 4, 8, and 11

- What does RIDE recommend?
  - Continue to administer PARCC Assessments in English language arts/literacy and mathematics for students in grades 3-8
  - Continue to pursue collaboration with other states to develop a new science assessment that is aligned with the currently adopted science standards (NGSS)
  - Options for high school to be discussed later

Input Task:
Standards and Assessments

Task Intended Outcome:
- Collect and consolidate current reactions and impressions around the academic standards and assessments from a variety of constituencies.
- Suggest action to mitigate concerns, clarify misconceptions, and capitalize on benefits.

Task Directions:
*This is a silent, written activity.

1. Write *what you heard* from your constituents about the CCSS/NGSS and the PARCC assessment on one of three posters: benefits, concerns, clarification needed

2. Read and react to what other Committee members have written – check if repeat, add to, question, offer counterpoints, etc.

3. Add suggestions for what kinds of efforts would address the concerns, build on benefits, and clarify questions for **students**, for **educators**, and for **the community**.

Academic Assessments

Options for High School State Assessment Program

Option #1	Option #2	Option #3
PARCC assessments in • English language arts 9 • English language arts 10 • Algebra I • Geometry	PARCC assessments in • English language arts 9 • Algebra I SAT assessment in grade 11	PSAT assessment in grade 10 SAT assessment in grade 11

Input Task:
High School Assessments

Task Intended Outcome:

- Gather input from Committee members on the pros and cons of each of the three options for high school assessments to inform the discussion with the Council.

Task Directions:

Based on what you heard from your colleagues, constituents, community, and fellow committee members, complete the worksheet in front of you to the best of your knowledge. You may work in pairs.

High School State Assessment Program Options

Name(s) (optional) _____

	Option #1	Option #2	Option #3
Description	PARCC assessments in • English Language Arts 9, • English Language Arts 10, • Algebra I, and • Geometry.	PARCC assessments in • English Language Arts 9, and • Algebra I SAT assessment in grade 11	PSAT assessment in grade 10 SAT assessment in grade 11
My Ranking (1-optimal, 3-least desirable)			
Perceived Pros			
Perceived Cons			
Questions			

Additional Comments:

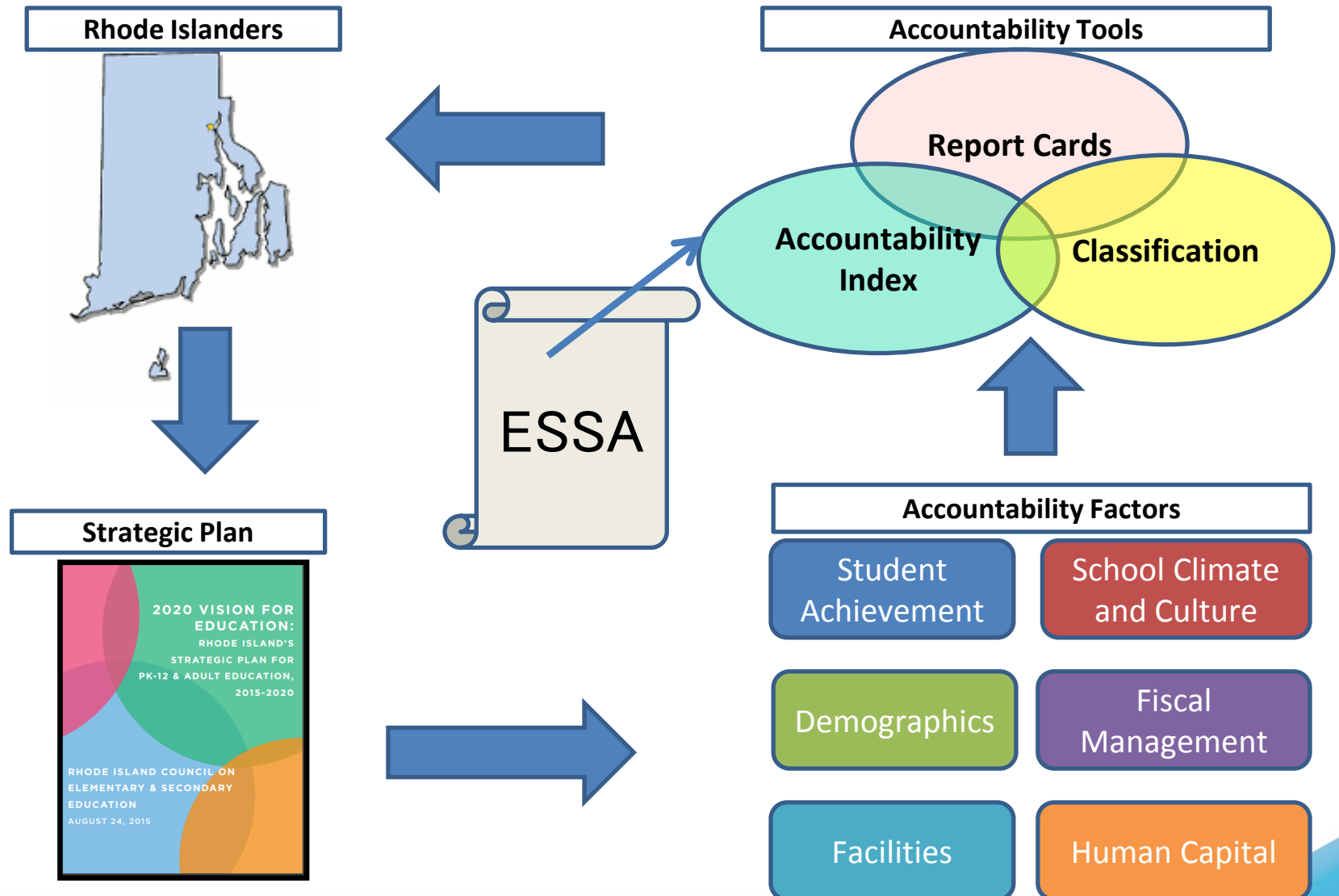# Collective Responsibility for the RI Strategic Plan for Education

David Abbott,
Deputy Commissioner, Operations/General Counsel
Phyllis Lynch
Director of Instruction, Assessment, & Curriculum

Building a *Responsibility* System

Calibration Task:
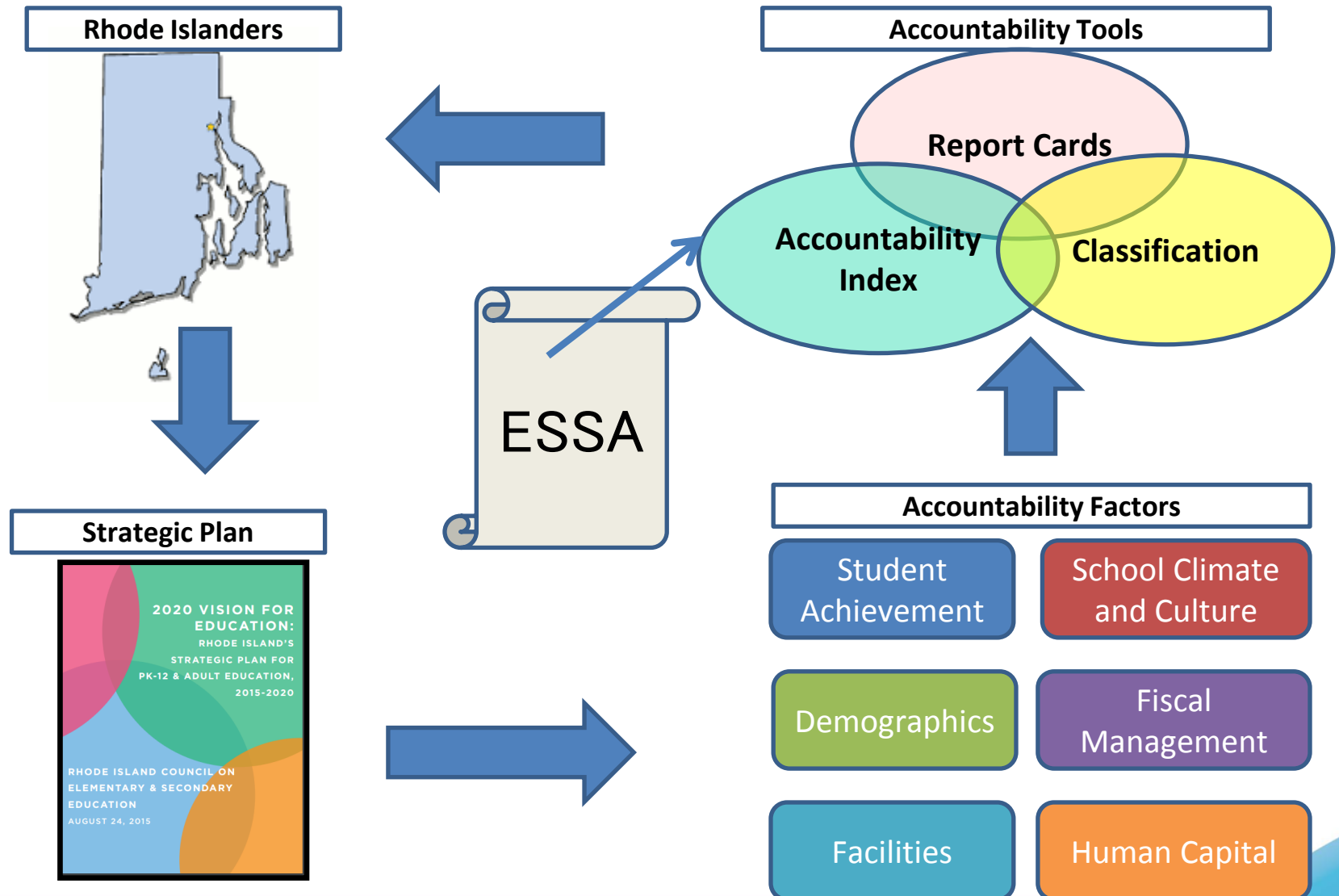## *Strategic Plan and Responsibility Factors*

Task Intended Outcome:
- Mentally connect the strategic plan to factors of the responsibility system
- Make meaning of how an understanding of the factors might promote responsibility among various stakeholder groups.

Task Directions:
1. Find others in the room who have the same factor category as you do on your card.
2. As a group discuss and take notes on worksheet:
(a) What does the Strategic Plan say about this factor? What would be ideal in this factor according to the Strategic Plan?
(b) How would information about this factor foster responsibility within your constituent groups?
3. Find two others in the room who do not have the same factor category as you.
4. Share the information from your original group and discuss what differences and overlaps exist.

Building a *Responsibility* System

Rhode Islanders

Accountability Tools

Report Cards

Accountability Index

Classification

ESSA

Strategic Plan

2020 VISION FOR
EDUCATION:
RHODE ISLAND'S
STRATEGIC PLAN FOR
PK-12 & ADULT EDUCATION,
2015-2020

RHODE ISLAND COUNCIL ON
ELEMENTARY & SECONDARY
EDUCATION
AUGUST 24, 2015

Accountability Factors

Student Achievement

School Climate and Culture

Demographics

Fiscal Management

Facilities

Human Capital

School Accountability Index

- What is an accountability index?
  - Measured annually for all students and for each subgroup
  - Includes a variety of metrics of student and school performance
  - Used as the basis for differentiating schools, and identify schools in need of improvement and support
  - Where appropriate, based on the long –term goals of the state

- What does ESSA require?
  - Must include:
    - academic achievement on reading/language arts and mathematics state assessments
    - growth in number of students proficient on reading/language arts and math state assessments or academic indicator
    - high school graduation rates, including 4-year graduation cohort graduation rate
    - progress of English Learners in achieving English Language proficiency
    - at least one other additional measure of school quality or student success.
  - Must be able to be used to differentiate between schools
  - Must be calculated and reported annually for every school

Classification

- What is classification?
  - Meaningful differentiation of schools
  - Identification of schools in need of improvement and support
  - Based on Accountability Index

- What does ESSA require?
  - Based on the performances of schools on the state accountability index, states are required to "**meaningfully differentiate**" public schools, annually.
  - States must identify those with consistently underperforming subgroups, targeted support and improvement.
  - States must specifically identify the lowest-performing 5% of schools for comprehensive support and improvement.
  - States must identify those high schools who fail to graduate one third or more of their students.
  - May include additional classifications
  - Must factor in 95% participation rate

Report Cards

- What are report cards?
  - Annual
  - Public facing
  - Contain critical information, inclusive of but not limited to metrics of accountability index
  - Prepared at School, LEA and State levels

- What does ESSA require?
  - States must design and produce annually **a report of each school's performance**, including, but not limited to, metrics within the state-defined accountability index and any classification that it receives.
  - States must design and publish an annual **report card on districts' performance** and it must include a variety of components, including, but not limited to, an aggregate of all LEA's schools' performance.
  - States are must design a **state-level report card**, to be published annually that monitors progress against the state goals and interim benchmarks, a variety of required elements, and can include other measures of the state's choice.
  - States are required to report in a manner and format that **is accessible to parents and community members**.

Calibration Task:

Communication Tools to Promote Responsibility

Task Intended Outcomes:

- Begin to think about what makes particular types of communication tool effective

Task Directions:

1. At your tables, find a packet of examples of either report cards, accountability indexes, or classification systems.

2. Discuss:

   (a) What specific characteristics of these examples do you believe are valuable for promoting collective responsibility for action?

   (b) What characteristics are missing or obscured that could promote responsibility more effectively?

3. Write key attributes on the flip chart paper by your table.

Closing and Next Steps

Thank you!

- **What's next?**

Follow up email will contain:
  - o   Link to survey
  - o   Ask to host community forum
  - o   Call for additional questions and input on these topics
  - o   Answers to Question Lot questions

- **Next meeting: September 21, 2016**

    4-6 pm at United Way of Rhode Island

    Input Topic: theory of change for RI's responsibility system

- **Questions or concerns?**

Please contact Felicia Brown at felicia.brown@ride.ri.gov